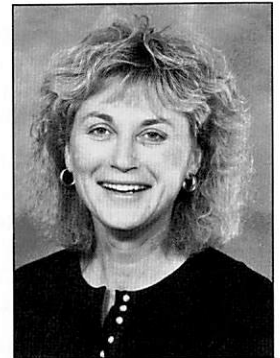


HEMI-SYNC Journal

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INTRODUCING HEMI-SYNC TO CLIENTS IN PSYCHOTHERAPY



by Laura Batchelor, M.A.

Laura Batchelor is an educational therapist in private practice in St. Louis, Missouri, specializing in creative/vocational expression, spiritual development, Jungian theory, and transitions. Since her first encounter with Hemi-Sync a year ago she has become a member of the Professional Division and has integrated the technology into her work with clients. In this article, Ms. Batchelor discusses her methods of introducing and applying Hemi-Sync in the therapeutic process.

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As a psychotherapist, I find that most clients enter the therapeutic relationship without the understanding or ability to relax mentally or physically, without an awareness of internal imaging, and without a real sense of the ongoing data processing that occurs within their own psyches. Often clients choose to seek counseling because their processing of data has become dysfunctional at some level resulting, in part, from the focus of attention being almost exclusively upon secondary learning systems and very little on the primary learning system.

The primary learning system, which I call "light-bound reality," is the inner world of the psyche, and the source of intuitive and sensate information. The secondary learning system is the source of information from the outer world, including social and cultural influences. I call it "time-bound reality." For many clients the primary learning system has been a forbidden forest, unexplored and misunderstood. Consequently, there is a tendency to avoid or reject information from that source. Information is more readily accepted from the secondary learning system, which is perceived as more "real." The bias toward external sources of information leads to inadequate processing of the data which is received. Therefore, one of the greatest challenges for the therapist and client is to establish an effective working environment within the client's internal processing system—one that integrates information from both the primary and secondary learning systems.

This whole-brain-mind method helps to focus conscious attention on one's innate learning abilities, and serves to open up internal communication with primary learning system material. The newly incorporated method provides a foundation for the client's further development. Once conscious, coherent information processing is established, a greater exploration of the primary learning system can be undertaken.

METHODOLOGY

In the primary learning system one encounters emotion and memories from the unconscious years of development, zero to ten years of age, and intuitive and sensate input relative to present-day development. To begin, I ask the client to record in a journal all emotional and memory input, as well as any intuitive and sensate material such as dreams, visions, or fantasies. Using the journal, the two of us then spend an hour and a half a week sorting through what has been remembered, recorded, and pertains to that week of the client's life.

This method serves

- a) to educate the client to his/her own system of processing data;
- b) to differentiate emotional response from intuitive, felt-feeling response;
- c) to begin a conscious observation of archetypal behavior, i.e., how data has been conceptualized and organized within the psyche;
- d) to foster an understanding of personal archetypal behavior as a link to universal archetypal behavior;
- e) to encourage the client's individuating process.

NEW CLIENT SYMPTOMS: REPORTED AND OBSERVED

Often I find that new clients

- a) live in an agitated state; they have forgotten or are not consciously aware of a relaxed mental state. The typical methods of evoking relaxation are sexual activity, alcohol, drugs, food, and sleep;
- b) view their lives through a body consciousness, an emotional consciousness, or through many of the other forms that cultural, rational consciousness takes;
- c) lack conscious experience of their own dreams, visions, active imagination, or creative visualization;
- d) feel that the state of "mind awake/body asleep" has no value. Most often, when it occurs for them, it is viewed as a lack of sleep;
- e) perceive the use of intuition or objective consciousness as too assertive, controlling, illegal, or a weird state of mind not to be trusted;
- f) have a very low tolerance for the higher vibratory levels that conscious attention can induce.

HEMI-SYNC MODALITY

The Hemi-Sync tape that I initially use in my work with clients is *The Way of Hemi-Sync*. I prefer this tape as it requires no explanation, guides the listener step-by-step through an experience, and gives information and instruction simply and easily.

INTRODUCTION OF HEMI-SYNC INTO THE THERAPEUTIC PROCESS

Generally I will introduce a client to Hemi-Sync when there is a call for reduction of stress and anxiety. After an initial, and often lengthy, discussion of relaxation methods, I ask the client whether s/he has used any kind of sound techniques, and if s/he would be interested in trying one for stress reduction, as well as to aid his/her present work of balancing right-brain and left-brain functioning.

Most clients choose to use the tape. First I introduce them to The Monroe Institute's work and describe Frequency Following Response (FFR) and Hemi-Sync using the explanations from the Institute brochure. Then I provide the tape, tape instructions, and the "Are Thoughts Really 'Things'?" pamphlet, which cites the application of a topographic display EEG computer system to investigate the relationship between brain waves and states of consciousness. To complete the orientation, we usually discuss equipment, tape listening preparation and scheduling, and the broader application of learning about other energy systems. The client takes *The Way of Hemi-Sync* and literature home, and is responsible for deciding how often and when to use the tape.

To date I have introduced twenty-five clients to Hemi-Sync.

INTRODUCTION RESULTS

Twenty-four of the twenty-five clients introduced to Hemi-Sync immediately made the decision to try the tape. The client who initially decided not to use the tape later requested it. Three clients returned the tape. One man stated that "in a home of six children there was no undisturbed time to use it." (He now frequently uses a *METAMUSIC* tape for the whole household to hear.) Two clients reported that their ears were too sensitive to the sound (one person wears hearing aids in both ears, the other is extremely sensitive to her inner processing system). Two other clients, while they feel that Hemi-Sync is a very good application for them, have trouble finding the time to use the tape.

Ten clients use the tape frequently. Having begun by listening three to four times a week, they now use it about once every seven to ten days. Eight clients have commenced the *GATEWAY EXPERIENCE* home course, while others have gone on to the *H-PLUS* Function tapes and *METAMUSIC* series.

DIRECT EFFECTS OF HEMI-SYNC

I find that, for clients, use of Hemi-Sync

- a) reduces stress immediately, allowing the mind to focus on work to be done in the session;
- b) often provides a new experience for the client;
- c) begins to orient the mind to giving pleasure to the entire organism;
- d) provokes thinking of new means of relaxation;
- e) gives the mind a reference point for re-creating the whole-brain state;
- f) gives the mind permission to talk about inner, primary learning system behavior;
- g) evens out emotional highs and lows. As one client states, it brings him to a centeredness in which he can be more objective about himself. Without this centeredness, there seems to be a tendency to focus on negatives;
- h) begins the development of an effective attitude for problem solving and creative adventure.

OTHER OBSERVATIONS

Frequently I notice an interesting and surprising reaction to the introductory discussion about Hemi-Sync. Clients will often respond with what seems to be a newly found excitement, hope, or anticipation. In following con-

versations, they will describe these initial responses as the point at which they consciously began to feel relief from the psychoemotional pain they are experiencing, and the lessening of superfluous mental chatter.

I find *The Way of Hemi-Sync* tape a most valuable tool for establishing a fertile inner state—a state which evokes a necessary step toward understanding how self-criticism and conscious self-reflection impact the psyche. This understanding, achieved bit by bit, leads toward a broader comprehension of self and fosters the ability to control attitudes and thoughts deliberately. Thus, the client is able to become aware of, and thereby utilize, the fields of energy within, and outside of, the psyche.



SENSORY ORGANIZATION AND ATTENTION

A Personal Journey With Hemi-Sync

by Suzanne
Evans Morris, Ph.D.



Suzanne Evans Morris, a speech-language pathologist and educator in private practice near Charlottesville, Virginia, is nationally and internationally known for her work with children with developmental disabilities. Dr. Morris maintains a practice which includes direct clinical work, continuing-education workshops, development of clinical materials, and clinical research. She is the director of New Visions, which sponsors innovative professional workshops and provides family-oriented clinical services. She has been a Professional Division member since 1984 and is a member of the TMI Board of Advisors.

For the past twenty-five years I have worked professionally with children whose lives were influenced by a sensorimotor disability. The specific diagnoses of these youngsters varied, including labels such as cerebral palsy, autism, mental retardation, attention deficit disorder, and specific learning disability. One characteristic was common for the majority—a difficulty perceiving, organizing, or integrating sensory information, and a reduced ability to focus attention for effective learning.

These children have been my teachers who have allowed me to learn a great deal about my own ability to process information and to be attentive and focused when I desired to be. They have taught me much about learning environments that reduce or enhance the ability to process information efficiently. I have learned from them because they constantly

remind me that all of life is a continuum. What the world labels a disability is simply a behavior at the far end of the continuum that tends to interfere with full participation in life. As I understand the issues and challenges in their lives, I gain greater insight into my own.

SENSORY INTEGRATION IN DAILY LIFE

Sensory input plays a critical role in brain function. Sensations from hearing, vision, taste, smell, touch, pressure, and movement provide the input to the brain that is organized for movement, cognition, and learning. The richness of the sensory environment and the interactive experience of the individual with the environment contribute to the growth of intelligence.

Sensory integration is a term used to describe the way in which the brain sorts out and organizes for our use the many sensations we receive. It enables us to focus attention selectively and reduce awareness of sensory input that is temporarily unimportant. It allows us to “put together” parts to create a whole. It attaches meaning to sensations through comparing them with past experiences. It enables high levels of motor coordination. It is the basis of perception.

There is a continuum of skill in sensory processing and integration. Individuals experience varying degrees of sensory organization and integration. None of us organizes sensations perfectly or consistently. A high level of sensory integration may enable an individual to be a skilled gymnast, an artist, or a business entrepreneur. Most of us have average abilities in this area. The normally functioning person with low normal sensory integration may be physically clumsy or dislike being in a noisy environment.

Variations are also present within the same individual. A high level of sensorimotor skill and sensory integration can be reflected in sports performance in the individual who also has a low level of sensory integration for reading skills.

Each of us has a range of internal variability in the skill with which we organize and respond to our sensory world. Our language contains expressions which reflect this range of personal experience. Comments such as “I just couldn’t get it all together,” “I felt especially touchy about that,” or “I feel as if I’m on overload” reflect our experience with the lower ranges of sensory processing and integration. For most of us this is a transient state triggered by fatigue, overwork, or a situation which places high demands on the ability to focus attention and reduce distractions. The threshold for moving into sensory overload with reduced sensory integrative skills varies greatly among individuals. One person may experience a high level of energy and a normal ability to focus the attention at a complex business meeting or a convention. Another person in the same environment may experience fatigue and confusion.

When children or adults experience sensory integrative difficulties, the brain does not process or organize the flow of sensory impulses in a way that gives them precise information about themselves and the world. Learning is difficult and individuals often feel uncomfortable with themselves and have difficulty coping with stress and demands. This often results in additional emotional or behavioral difficulties. If this is a temporary situation, the individual may feel frustrated, discouraged, or antisocial. If these experiences recur frequently or in specific situations, situations that are associated with reduced functioning, they may be consciously avoided.

NEUROLOGICAL ORGANIZATION AND SENSORY INTEGRATION

Sensory integration occurs at all levels of the central nervous system. However, the brain stem (including the midbrain, pons, and medulla oblongata) appears to play the most significant role in sensory processing. The brain stem and the thalamus receive sensory information from every sensory modality. Information passing through these structures is modified, integrated with other sensory information, and directed to the brain's cortex.

As multiple sensory information impinges upon the brain, a finely tuned filter system comes into play. Sensory input pertinent to the individual's inner needs and goals reaches a level of consciousness. Input which is less important or distracting is dampened down centrally. The reticular formation in the brain stem (which plays the central role in this filter system) is often considered the master control mechanism of the central nervous system. It helps the brain to focus on one type of sensory input by inhibiting other types of input. This allows the individual to focus attention, and reduces the level of distraction.

Children who have been labeled hyperactive or individuals temporarily on sensory overload are unsuccessful in filtering out irrelevant information. They are pulled from one experience to the next and are unable to maintain the focus of attention needed for successful learning. If the overloading situation is sustained or occurs frequently, the individual usually discovers ways of reducing or deadening the sensory input. An autistic child may retreat to an inner world through organizing or hypnotic activities such as rocking, rhythmical spinning of objects or flapping fingers, avoiding eye contact, or hyperventilating breathing patterns. A normal adult, experiencing a reduction in the ability to filter sensory input and poor sensory integration may use variations of the same strategies. They may find eye contact more difficult, move to an inattentive world of daydreaming, or use alcohol or drugs to deaden the senses and find greater internal calmness.

HEMI-SYNC AND SENSORY INTEGRATION

Hemi-Sync is an excellent example of the sensory integrative process of the brain. Two independent auditory signals are integrated in a way that produces a whole (i.e., Hemi-Sync) which is different from each of the separate parts. Initial processing and integration occurs in the brain stem. In addition, the tendency toward synchronization of the right and left hemispheres appears to enhance attention, sensory and extrasensory awareness, and intuitive processing, and to increase successful adaptation to personal experiences.

Since 1981 I have been using Hemi-Sync with young children who experience sensorimotor and sensory integrative disabilities. Both clinical experience and preliminary research indicate that the addition of Hemi-Sync signals (containing frequencies which produce more theta patterns in the brain) to background music increases the child's focus of attention, calms the emotions, and creates a mental set of open receptivity. These responses are consistent with those reported by adults using Hemi-Sync tapes during their *GATEWAY VOYAGE* experience.

However, an unexpected response was seen in children who, prior to Hemi-Sync therapy, experienced severe difficulties with sensory organization and integration. These children

showed major difficulties accepting touch to their bodies. Gentle hugs, light calming strokes or pats, or accidental touching usually elicited strong aversive reactions. The child would push the touching person away, screech or cry, hit the person, or withdraw and begin a series of stereotyped self-stimulatory behaviors. They did not like to get their hands messy, have their hair washed or combed, or sit outside in the wind and grass. Many of the children became frightened and disoriented with movement or changes of position. They tended to increase these behaviors in complex sensory environments. A busy household, a school classroom or cafeteria, or a trip to the grocery store would reduce the child's ability to function and would increase the frequency and strength of the behaviors used to cope. Because of the intensity of their reactions to their environment, most of these children were labeled autistic, profoundly retarded, or emotionally disturbed.

When Hemi-Sync was added to therapy and classroom environments, these children responded in a totally different way. Eye contact increased. They accepted touch and became curious and interested in the sensory input. They were no longer startling and putting their hands over their ears to sounds that were previously upsetting. The amount of frustrated screeching and crying was reduced, and more functional communication emerged. There was a reduction in behaviors previously used by the child to cope with sensory overload. The children stopped rocking, spinning, and flapping and began to pay attention.

A new set of questions emerged from these experiences. It appeared that the Hemi-Sync signals enhanced the child's ability to organize and integrate sensory information. This resulted in an increase in the ability to focus attention, to discriminate specific sensory properties, and to filter unwanted sensory input. What were these children telling us about the use of Hemi-Sync in our own lives?

A PERSONAL EXPERIENCE: HEMI-SYNC AND SENSORY ORGANIZATION

For most of my life I have experienced sharp swings in my ability to organize the sensory environment. I have always functioned best in quiet spaces. When sensory complexity is reduced, I am able to think more clearly, and to be more creative. It is as if a reduction in external stimulation allows inner connections to be stronger, and increases my awareness of inner messages and intuitive insights. Many noisy and complex experiences caused fatigue and internal frustration as I was growing up. The noise and natural exuberance of a football game, the chatter of a party, the external complexity of a business meeting or convention triggered an intense experience of overload. I was painfully aware of inner confusion, of misunderstanding what people said, of poor memory, of reduced eye contact, of being physically and emotionally touchy, and of the body-aching fatigue that usually resulted from such encounters. The fatigue and a desire to go to sleep were always present, and as they became stronger, I was aware of even poorer abilities to cope with the situation. I participated in a limited way in these activities, but was always the first to go home, or the one who fell asleep in the middle of a party. I was painfully shy, and very much of an introvert. Some people described me as antisocial. In quieter situations I was comfortable and outgoing. The world seemed to make more sense, and relationships with other people were easy and pleasurable.

My initial participation in the *GATEWAY VOYAGE* in the spring of 1981 facilitated a different set of responses to my normal environment. I first noticed it during the plane trip home. I generally experienced airports as extremely stressful places. The bustle of people, the overwhelming smells from snack bars, and the random announcements of plane departures required a good bit of conscious focusing and sorting out to get me to my destination. I arrived home from that trip in a calm and peaceful state of mind and body. I noticed this change with interest, but thought little about it.

I was working in a hospital clinic for children with cerebral palsy at the time. On clinic days my ability to function efficiently was pushed to the maximum. In a five-hour period, I might see six children for evaluations. There was no real schedule, and a therapist would just pick up the next child who was ready. Thus, there was no way of preparing for a specific child. This was followed by a staffing session in which five or six different professionals would discuss findings on each child and decide upon a set of recommendations. This meeting was usually chaotic, and interspersed with ringing telephones and a general sense of impatience. At the end of the meeting I was expected to type a brief report for each child while sitting in an office with two other persons who were writing reports or talking on the telephone. I was exhausted and constantly frustrated with what I had agreed to do. After my *GATEWAY* program, I had some new tools. I listened to a *METAMUSIC* tape through my Walkman™ as I prepared for the clinic day. I found a quiet therapy room during lunchtime and listened to the *Catnapper* tape before the staff meeting. I wore headphones and was supported by the *Concentration* tape while writing reports.

As I included at least an hour of Hemi-Sync listening a day, I found myself able to deal easily with most parties, sports events, and shopping trips without specific preparation. My life and perspective expanded. The ease with which I communicated during professional workshops and responded to questions from a large group increased perceptibly. My personal and professional life changed and I was happier and much more effective and efficient. I didn't think much about why Hemi-Sync helped me this way until last fall.

I was invited to present a three-hour Short Course at the annual convention of the American Speech-Hearing-Language Association in St. Louis, Missouri, in November of 1989. In the past, ASHA conventions have represented the outer limits of my ability to cope. The meeting is usually attended by 7,000 to 10,000 persons. Sessions are held in three or four different hotels in a city, and rooms often fill quickly for the more popular lectures or topics, leaving many people unable to get into the sessions they desire. An exhibit hall the size of two to three football fields with hundreds of exhibitors provides an additional auditory and visual feast. I accepted the invitation and was informed that my Short Course sold out immediately, and I could expect to teach a group of 500 persons! I had not attended an ASHA convention for ten years and had no experience with meetings of this size since my introduction to Hemi-Sync. I assumed that since my overall response to busy meetings and conferences had improved, I would have no problem with the environment of the ASHA convention. I was discouraged and disappointed to discover all of the old patterns emerging by the afternoon of the first day. The fatigue was intense, and I was aware of my distractibility and feelings of impatience, and lack of desire to socialize with

old friends with whom I had anticipated spending time. I blamed it on a late arrival the night before due to airport delays and a lack of sleep. I was sure that I'd be better the next day.

The next morning, I began my day with the *Morning Exercise* tape and created the images for an easy and relaxed day of learning. Suddenly one of the children with severe sensory integration dysfunction entered by image. There was an instant knowing that the problems I had been experiencing the day before were caused by sensory overload and a reduction in sensory integrative abilities. For the first time I saw the connection between my own difficulties and those of the children with whom I had been working. The child in my image presented me with headphones and a Hemi-Sync tape, and I saw myself wearing the headphones as I attended the rest of the convention. The remaining three days of the convention were blissful. I stuck my Walkman in my suit jacket, put on the headphones and listened to the *Concentration* tape during all lecture sessions. This provided the narrow focus of attention that was conducive to learning. While roaming the halls, visiting the exhibits, and moving between meetings, I changed to my favorite *METAMUSIC* tape, *Midsummer Night*, which created a more open focus for my awareness. I was immediately aware of the increase in my ability to concentrate and remember what I learned in the various lectures and courses I attended. What was even more impressive were the feelings that accompanied the day. I was happy and calm. Friends I hadn't seen for some time emerged effortlessly. Even in the midst of a crowd, the person stood out among the others and seemed to drift my way. I had looked forward to a minicourse on a topic of particular interest. When I arrived, the room was filled and I was not able to attend. I was aware of a brief sense of disappointment, but the inner sense that something more important would happen. I left the room and immediately ran into a colleague whose presentation I had attended that morning. We sat down for tea and explored some of her ideas and experience in greater depth. I was immediately glad that the full room had given me this opportunity. My energy level was unusually high throughout the remainder of the convention and I enjoyed my time there without fatigue.

In August of 1990 I attended an intermediate hammered dulcimer workshop at the Augusta Heritage Center in Elkins, West Virginia. I have always been a closet dulcimer player; the prospect of expanding my skills and learning to play in a group was both exciting and terrifying. The class provided a challenge to my sensory integrative abilities that I had not expected. New playing skills were taught primarily by learning a tune by ear, and then developing the ability to hear specific chords, embellishments, or rhythmic styles. I was expected to play what I had heard. Learning by ear has never been a strength, and situations that depended on it have usually led to frustration, and a reduction in my ability to play. In addition, we were encouraged to practice what we were learning during class. At intervals, sixteen hammered dulcimers would begin to practice a tune or technique. These were not times of playing together, and the resulting cacophony was overwhelming. I found it impossible to hear my own instrument and get any feedback in the din that resulted. I wondered if Hemi-Sync would help and decided to experiment.

The next day I wore my headphones and listened to the *Concentration* tape softly throughout the day. I listened to the new patterns with greater ease. I was aware that even though I could not play the pattern smoothly, or even remember the

tune with ease, there was not the emotional overlay I had experienced before. Rather than feeling that I would never be able to do this, I simply knew that I was learning and would be able to produce what I had learned at a later time. I don't know whether the Hemi-Sync increased my ability to learn, but I know that it prevented me from unconsciously interfering with my own learning by eliminating negative messages and scenarios. The most noticeable difference was my ability to hear my own instrument and to concentrate during the group practice times. Even when I did not wear the headphones, there was a carryover, and the sound of my own dulcimer came to the foreground of my awareness.

I was interested in exploring differences between open focus and narrow focus of attention during the dulcimer class. The *Concentration* tape provided excellent support for the narrow focus of attention. In the past, I have achieved the wider, open focus by listening to a *METAMUSIC* tape. This, however, was not an alternative when the desired open focus was on a broader awareness of another piece of music or playing style. One day I listened to the *Free Flow 12* tape during class. I found my consciousness flowing with the music, but flowing right out of the room—with a clear feeling of having missed most of what was being taught! I listened to the *Surf* tape and felt an intense desire to close my eyes and nap! I ended up moving to a relaxed, open Focus 10 or Focus 12 state without the tape and my awareness of the total feel of a piece of music increased.

I now often listen to Hemi-Sync tapes or meditate just before practicing my dulcimer. When I do this, there is an automaticity and flow to my playing. It almost feels as though there is a road map on the dulcimer and my hammers know just where to go.

I have experimented with different types of earphones during the past year. Ideally, I would like for my Hemi-Sync backup to be unobtrusive. I do not wish to give the impression that I am not paying attention or am listening to something unrelated. As an alternative to headphones, I have tried the small, in-the-ear buttons. These have not worked well for me because in order to stay easily in the ear, they must fit tightly. This puts the Hemi-Sync into the foreground rather than the background, and detracts from listening to a speaker. Although headphones are larger and are obvious to others, they allow sound to come in around them, enabling an easier mix of the Hemi-Sync and room sounds.

CONCLUSIONS

Hemi-Sync enhances the sensory integrative abilities of the brain. The responses to Hemi-Sync signals are most dramatic in children and adults with severe sensory integrative dysfunction. However, a similar improvement in processing and focusing abilities is seen in individuals with normal sensory integrative abilities. Each of us varies in the ability to organize and integrate internal and external sensory information for learning. We are aware of situations in which our abilities emerge with ease, and other situations in which a sense of overload and disorganization predominates. Hemi-Sync can help each of us learn and function in the easy and effortless way that is associated with high levels of sensory organization and integration.



CRANIOSACRAL THERAPY AND HEMI-SYNC: A CASE STUDY



by Robert S. Siciliano

Robert Siciliano is co-owner and co-director of the Rainbowbridge Institute near Heidelberg, Germany, where he provides seminars, programs, therapies, and counseling for "new ways of life." Among the body therapies available at the Rainbowbridge Institute is craniosacral therapy, the gentle manipulation of specific cranial bones. Mr. Siciliano has been a member of the Professional Division since May 1990, and is an accredited GATEWAY OUTREACH Trainer.

Craniosacral therapy is administered as the client lies on a massage table, fully clothed and as relaxed as possible. Following diagnosis, the therapist administers treatment by using the hands to palpate and encourage the movement of certain cranial bones. These bones are attached to membranes within the cranial cavity and very directly affect the environment of the brain and spinal cord. This process is accomplished while using the client's craniosacral pulse, or rhythm, as a monitor. The intensity and amplitude of the pulse or rhythm indicates to the therapist the presence of inhibitors or restrictions within that system that are affecting the client's health and well-being. Encouraging the movement of those bones which are attached to intracranial membranes causes a series of events that trigger the system's self-correcting capabilities, thereby releasing inhibitors or restrictions.

It is common during a session for the client to relax very deeply and enter an alpha state. It seems this state is an environment the body and nervous system are able to use for balance and restoration. It is also common for a client to experience long-forgotten memories and related emotions, or emotional charges. Craniosacral therapy is a very powerful tool for releasing emotional restrictions.

The following case study is of the first client with whom I have used Hemi-Sync while administering craniosacral therapy.

CASE STUDY

CLIENT: female, thirty-nine years old, married seventeen years, mother of one son, housewife. The client is of average or above-average intelligence, mentally and emotionally stable, and has no serious medical problems. At the time she came to me for craniosacral therapy sessions in the Dr. Upledger technique, she was bored with her role as wife, mother, and human being. She wanted more from life and had begun

investigating alternative "New Age" concepts. She was reasonably healthy except for some aches and pains resulting from accumulated habit patterns.

We had one session per week for four weeks. She responded very well to the sessions and accompanying counseling. During the sessions she experienced deep states of rest and many old memories surfaced. She reported that in her daily life she was experiencing increased feelings of self-worth, personal power, independence, and much more freedom in "feeling," both physically and emotionally. Overall, she felt wonderful and was quite happy with her direction. It became obvious that she was experiencing a personal transformation.

At the fifth session, I had her listen to a thirty-minute Hemi-Sync tape called *METAMUSIC Cloudscapes*. I began the craniosacral therapy after the tape ended. During the one-and-one-half-hour session, she experienced the usual deep states of rest, alternating with old thought patterns and drifting.

We met for the sixth craniosacral therapy session (the second craniosacral/Hemi-Sync combination session) two weeks later. I was curious to hear of her post-Hemi-Sync experiences. She seemed a little frightened, hesitant, and apprehensive about using the Hemi-Sync again. She described her previous two weeks as containing periods of confusion, anger, fear, depression, and disappointment. These feelings diminished after about seven days, followed by an increased sensitivity to life she had only had fleeting experiences of previously. We discussed Hemi-Sync at length. She recognized that her distress may have resulted from the shifting and dissolution of old, limited mental constructs triggered by the high-energy state of hemispheric synchronization. Because she could relate to this dynamic on some level, she expressed openness to proceeding with the Hemi-Sync tape. We again began the session with *Cloudscapes* followed by one and one-half hours of craniosacral therapy.

I did not hear from this client for seven and one-half weeks due to her vacation and holidays. Finally, we connected and spoke at length about her life experiences since our last combination session. She reported that experiences of confusion, fear, anger, depression, and disappointment with her life intensified after our last meeting. At times the anger had been incredibly strong, and she became physically ill with a head cold and stomach problems. However, during the entire experience she was able to maintain an objective awareness that a release was taking place. Without getting lost in the experience, she "allowed" her body and emotions to express themselves. After some weeks of ebbing and flowing, the distress seemed to clear.

She describes her present experience as one of incredible clarity and sensitivity, lightness and joy, and feelings of personal power. She reports that her connection with her husband is wonderful. She acknowledges a strong connection with her inner energy, and perceives that it is responsible for her external reality.

My determination is that in this case craniosacral therapy provided an opportunity for restrictions to be normalized in the nervous system and the physiology, and that Hemi-Sync enhanced that process considerably. Hemi-Sync appeared to provide the high-energy coherent state that enabled the client to maintain a great degree of self-awareness, even while in the throes of releasing old thought forms and habits.



1991 HEMI-SYNC PROGRAMS SCHEDULED

USA

**At
The Monroe Institute:**

GATEWAY VOYAGE

January 19-25
February 16-22
March 2-8
March 16-22
April 6-12
May 4-10
May 25-31
June 8-14
July 13-19
August 10-16
August 31-September 6
September 14-20
September 28-
October 4
October 19-25
November 2-8
December 7-13

GUIDELINES

February 2-8
April 13-19
May 11-17
June 22-28
August 17-23
October 12-18
November 16-22

GATEWAY GRADUATE RETREAT

July 27-August 2

PROFESSIONAL SEMINAR

July 20-26

**In
Local Communities:**

EXCURSION WORKSHOPS

Phoenix, AZ
January, February
March
Mark Carter
(602) 955-9532

Redondo Beach, CA
February 16
March 16
Hildegard Minstein
(213) 379-0188

San Francisco, CA
February 23
March 23
Gini Patterson
(415) 381-5476

Scotland, CT
January 12-13
February 23-24
March 23-24
Genia Haddon
(203) 456-0646

London, KY
January 19-20
Pauline Johnson
(606) 878-1907

Louisville, KY
February 2-3
Libby Moore
(502) 896-6132

Hendersonville, NC
January 26-27
March 9-10
Joe Gallenberger
(704) 693-4721

Cleveland, OH
January 26-27
March 23-24
Patricia Leva Michael
(216) 349-1148

Schedule Continues Next Page

1991 HEMI-SYNC PROGRAMS SCHEDULED

CANADA

QUEBEC:
Amos
February 16-17
Jonquiere
January 12-13
La Tuque
January 26-27
Montreal
February 9-10
Sorel
March 16-17
St Jean Chrysostome
February 23-24
St Phillipe De Neri
February 2-3
Trois-Rivieres
January 19-20
Sylvestre Gorniak
(514) 351-3870

Surrey, BC
February 16
Angyline Millar
(604) 584-5920

ENGLAND

Fleet, Hants
January 11-13
February 17-21
March 8-10
John Perrott
0252-626448

GERMANY

Leimen
January 12-13
February 16-17
March 16-17
Kala Siciliano
6226-5192

THE NETHERLANDS

Roden
January, February,
March
Tjaart Hofman
05908-13622

H-PLUS WORKSHOPS:

USA

Louisville, KY
February 9-10
Libby Moore
(502) 896-6132

Hendersonville, NC
February 16-17
Joe Gallenberger
(704) 693-4721

ENGLAND

Fleet, Hants
February 8-10
March 17-21
John Perrott
0252-626448

GERMANY

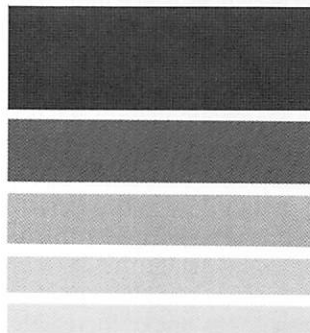
Leimen
January 26-27
March 1-2
Kala Siciliano
6226-5192

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